



# Student Voice on the Instructional Qualities of the *Effective English Language Teacher*: A Collective Case Study

Corinne Vong Siu Phern (Corresponding author)

TESOL at the School of Educational Studies, Universiti Sains Malaysia  
11800 USM, Penang, Malaysia

Tel: 006-019-559-4060 E-mail: cvsp68@gmail.com

Dr. Mohamad Jafre Zainol Abidin (Senior Lecturer)

School of Educational Studies, Universiti Sains Malaysia  
TESOL at the School of Educational Studies, Universiti Sains Malaysia

11800 USM, Penang, Malaysia

Tel: 006-019-415-2105 E-mail: jafre@usm.my

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## Abstract

A majority of Malaysian students only have average English language proficiency, although instructional qualities of the *effective English language teacher* have by far been expounded by English language experts. Thus, this study aimed to investigate the extent to which the responses of student voice representing above average, average and below average English language proficiency from the primary, secondary and tertiary levels - have agreed with expert opinion's description of instructional qualities of the *effective English language teacher*. In this respect, student voice was analysed using triangulation not only on the instructional qualities discussed, but also on the literature review. Interesting findings revealed that student voice still had something *extra* to contribute in determining the instructional qualities of the *effective English language teacher*, with a touch of irony and constructive criticism on how such qualities of English language teachers/lecturers could still improve, so as to appear more *effective* in learners' eyes.

**Keywords:** student voice, *effective English Language teacher*, instructional qualities, expert opinion, learners

## 1. Introduction

### 1.1 Statement of the Problem

To date, experts of the English language have expounded on all that needs to be known of the kind of instructional qualities the *effective English language teacher* is expected to have, as a perfect reference for all those teaching the language. Nevertheless, the English language proficiency of a majority of Malaysian students is still very much on the average, instead of being the targeted excellent, seen in Table 1 on the following page, where in Institute of Teacher Education Y (ITE Y), its English language lecturers are well trained to teach English, while the undergraduate trainee teachers of the aforementioned institute were among the best selected post-*Sijil Pelajaran Malaysia* students throughout the country to follow the newly introduced degree programme in institute of teacher educations nationwide. In this respect, the performance of undergraduate trainee teachers in the English language proficiency paper was severely short of being excellent, seen only in thirteen of them who had outshone their counterparts. Moreover, as English cannot be mastered overnight, it can be safely assumed that the English language mastery of these undergraduate trainee teachers may not have equally been as outstanding as their mastery of other academic subjects during their primary and secondary school education, despite their having been under the tutelage of teachers who had taught them English during this period of at least ten to eleven years.

Table 1. The Comparison of English Language Proficiency II Grades Among First Year Undergraduate Trainee Teachers in Their Second Semester of Institute of Teacher Education Y in Kedah

English language lecturer	Year 1 Sem 2 Class	No. of undergraduate trainee teachers	English Language Proficiency II Grades								
			D+	C-	C	C+	B-	B	B+	A-	A
			Weak			Average			Good		Very Good
Lecturer 1	A	19	1	2	4	4	1	5	2	0	0
Lecturer 2	B	20	0	0	2	6	8	4	0	0	0
Lecturer 3	C	21	0	1	8	6	6	0	0	0	0
Lecturer 4	D	20	0	3	1	4	6	6	0	0	0
Lecturer 5	E	18	0	0	0	0	2	11	5	0	0
Lecturer 4	F	18	1	0	2	3	4	2	2	3	1
Total no. of undergraduate trainee teachers		116	2	6	17	23	27	28	9	3	1

Note. Adapted from ITE Y's Examinations Unit (November 2008).

Therefore, the problem which arises is - English language teachers in primary and secondary schools, as well as English language lecturers in institute of teacher educations are well-trained in the subject they teach, have all the input from English language experts worldwide on how to become *effective* in terms of instructional qualities - and yet, the majority of some of the best Malaysian students in general represented by the sample in ITE Y, still fail to excel in English.

Therefore, what actually qualifies the instructional qualities of the *effective English language teacher*? In this respect, teaching comes with experience (Merseth, 2003; Mestre 1996) as a result of lessons learnt from mistakes made in the past as well as the building up of various skills which are applied to different children accordingly (Merseth, 2003).

Interestingly, what defines the instructional qualities of the *effective English language teacher* has been heavily expounded by English language experts, namely English language teachers and English language lecturers well-versed in the language who are assumed to know the ins and outs of such qualities that befit the role model English language teacher/lecturer; yet, too little attention has been paid to student voice on the matter. Whatever the reasons for the lack of past research to investigate student voice on instructional qualities of the *effective English language teacher*, the researcher believes it is crucial that the definition for such a teacher should equally include valuable descriptive feedback from student voice - lest this definition be far too inclined towards expert opinion alone. Thus, the researcher is interested to investigate how far student voice has agreed with the instructional qualities of the *effective English language teacher* outlined by expert opinion, in order for newer insights discovered to be added on to the pool of expert interpretation on the same topic. After all, it is only when the English language teacher/lecturer is actually able to cater to the learning needs as outlined by student voice itself - that the aforementioned teacher's/lecturer's effectiveness be duly acknowledged.

### 1.2 Significance of the Study

When the instructional qualities of the *effective English language teacher* that student voice wishes to see are disclosed through this study, the researcher intends to strike new awareness in existing English language teachers of primary and secondary schools (both public and private), as well as in English language lecturers of institute of teacher educations and universities - on what student voice tends to see as its idea of the *effective English language teacher*. This is so that the above-mentioned English language teachers and lecturers may also be able to tailor their instructional qualities to match what student voice actually seeks - so as to cultivate the atmosphere of truly *effective* teaching and learning of the English language. In that way, the researcher has no doubt that such teaching and learning will as a result also become more enjoyable, if not more meaningful for both teacher and student - because the English language teacher still is the very source from where the mastery of English on the part of the student - begins.

### 1.3 Review of Literature

For the purpose of this study, eighteen instructional qualities of the *effective English language teacher* expounded by expert opinion can be summed up as follows; the first, being competent to teach English (Bainbridge, 1994; Cruickshank, Jenkins, & Metcalf, 2003; "English Teacher," 2007; Hart, 2007; Holt-Reynolds, 1999; Khalid Al Seghayer, 2006-2007; Kizlik, 2007; Tomlinson & Jarvis, 2006; Vadillo, 2000; Westwood, 1995); the second, planning lessons (Anderson, 1989; Cruickshank et al., 2003; Hart, 2007; Kyriacou, 1986; Martin, 2007; Vadillo, 2000); the third, carrying out teacher-centred teaching (Reynolds, 1992) or facilitating (Collins, 1986; Khalid Al Seghayer, 2006-2007; Papier, 2002; Reynolds, 1992); the fourth, bringing creativity to the classroom (Hayes, Nicolice, & Cabaj, 2001; Khalid Al Seghayer, 2006-2007); the fifth, teaching words in context or directly giving the meaning of words (Papier, 2002); the sixth, making use of computer technology to teach (Davis, 1998 - 2006; "English Teacher," 2007; Hayes et al., 2001; Khalid Al Seghayer, 2006-2007; Ng, Yeung & Yuk, 2006); the seventh, incorporating beyond classroom learning ("Effective Teaching," 1999; Khalid Al Seghayer, 2006-2007); the eighth, being flexible (Papier, 2002; "The Effective

Teacher,” 1998); the ninth, exercising clarity (Hasenstab, 1971; Kyriacou, 1986; Kyriacou & McKelvey, 1985); the tenth, using the best voice and using the best voice speed (Dixie, 2003; Kauffman, Mostert, Trent, & Hallahan, 2002); the eleventh, using direct eye contact (Cowley, 2003; Hasenstab, 1971; Kyriacou & McKelvey, 1985; Olsen & P. Cooper, 2001); the twelfth, moving around in the class appropriately (Cruickshank et al., 2003); the thirteenth, being a good performer (Dixie, 2003; Hasenstab, 1971); the fourteenth, allocating homework and class work accordingly (Brophy & Kher, 1986; Cruickshank et al., 2003); the fifteenth, giving feedback on students’ work (Papier, 2002; Vadillo, 2000; Zacharias, 2007); the sixteenth, extending academic help to students (Buskist, 2004; Vadillo, 2000); the seventeenth, reflecting on lessons (“Classroom time,” 2007; Kizlik, 2007; Raimes, 2002; Reynolds, 1992); and the eighteenth, refusing to stop learning (Buskist, 2004; Cullingford, 1995; Rogers, 2006). Thus, Cullingford (1995) emphasised the fact that students are able to detect, as well as to analyse how far their English language teachers have accepted their professional role in being confident enough to teach what students may learn - as pointed out by Farmer (2006) and Garcia (1991).

#### 1.4 Rationale of the Study

Research by Gentile, Spiller and Noci (2007) had recommended how a company uses *Customer Experience* as a way of interacting with its customers, where the customers will decide whether to remain loyal to the said company, or not to purchase from it. In the same way, if English language teachers were to deliver according to student hopes, the teaching and learning of English will be successful for both teacher and student - and vice versa.

Therefore, the researcher hopes that student voice from the present study equally heard – can ensure a broader and fairer description of what constitutes the instructional qualities of the *effective English language teacher*. Similarly, Wang, Gibson and Slate (2007) postulated that since students are the ones most influenced by the effectiveness of teachers, their (the students’) voice on the matter would likewise be vital. In this regard, Rodgers (2006) posited that teachers need to trust their students enough for the latter to give honest feedback on the extent of their learning under the former’s instruction, besides the students themselves contributing ideas on how the teacher could enable them to learn better. This is because, the central concern here is not on how the teacher has taught but rather, on how the students have learnt. In that way, student voice heard will also be an opportunity for teachers to be able to tailor their teaching techniques through reflective teaching, as proposed by Park and Lee (2006).

#### 1.5 Research Question

The researcher in this study attempts to answer the following research question:

What is the extent to which student voice agrees with how expert opinion has described the instructional qualities of the *effective English language teacher*?

## 2. Method

The qualitative approach chosen for this collective case study - with qualitative data provided by student voice representative of selected primary school pupils, secondary school students and undergraduate trainee teachers on their description of the *effective English language teacher* - was for the purpose of complementing the findings of expert opinion in the review of literature, and to find out if certain generalisations could be made through student voice coming from children in the primary school, adolescents in the secondary school, and young adults in the institute of teacher education regarding their description of the instructional qualities of *effective English language teacher*.

In this respect, the researcher was less keen to generalise research findings to learners in general as would happen in a quantitative study, but rather, to investigate the in-depth psychology of learners pertaining to the topic. As posited by Holliday (2002), qualitative research which grows from areas of anthropology and sociology broadens the view that quantitative survey and statistics are not enough to understand human matters and therefore, there is a necessity to probe deeper into the subjective qualities that influence human behaviour. As put forth by Heppner and Heppner (2004), qualitative researchers are akin to road travellers in the exploration of the unknown. In this regard, Byrne (2001) argued that the function of qualitative data is to provide richer knowledge about the sample that may be applicable to other situations, whereas Trochim (2006) postulated that it is pertinent to display the participants’ viewpoints containing rich descriptive detail - through qualitative research.

#### 2.1 The Research Design and Participants

The research design for this particular study - a collective case study – involved student voice on the instructional qualities of the *effective English language teacher* coming from three research participants respectively in a primary school in the Kedah State, in a secondary school in the Kedah State as well as in an institute of teacher education in the Penang State of above average, average, and below average English language proficiency respectively, based on the recommendations of their English language teachers/lecturers, and who were total strangers to the researcher.

#### 2.2 The Research Instrument

In this regard, the researcher utilised the interview of nineteen semi-structured interview questions, as depicted in Table 2 on the following two pages, for each of the *child*, *adolescent*, and *young adult* categories. These questions centred on eighteen thematic headings of the instructional qualities of the *effective English language teacher* by expert opinion, as summarised in the literature review. The interview was conducted using a tape recorder, after the interview questions had firstly been scrutinised by three English language experts; and secondly, after the interview questions were refined based on a pilot test being carried out on individuals other than the research participants of the study, so as to increase the chances of success of the impending actual research to be carried out.

Table 2. Student Voice on the Instructional Qualities of the Effective English Language Teacher: Interview Questions for Primary School Pupils/Secondary School Students/Undergraduate Trainee Teachers

No.	Interview Question		Thematic Heading
1.	Your English language teacher/lecturer should speak good English, read aloud well in English, write well in English and should be trained in English in order to become a good English language teacher/lecturer. What do you think? Can you please tell me why?	(i)	Being Competent to Teach English
2.	If your English language teacher/lecturer all the time comes into class and does not teach any English nor give any work in English, or tells you to do your own work or to study by your own self, would you like that? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why?	(ii)	Planning Lessons
3.	Would you like your English language teacher/lecturer to do all the talking when teaching, while you do all the listening, reading and writing only? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why?	(iii)	Carrying Out Teacher-Centred Teaching or Facilitating
4.	Do you enjoy learning English all the time with a partner, or in a small group, or both? Can you please tell me why?	(iii)	Carrying Out Teacher-Centred Teaching or Facilitating
5.	Will it be enough for you if your English language teacher/lecturer just uses the English textbook to teach, or would you like your English language teacher/lecturer to use other kinds of teaching aids also, for example, videos, songs, charts and so on to teach English? Can you please tell me why?	(iv)	Bringing Creativity to the Classroom
6.	Do you like your English language teacher/lecturer to make you guess the meanings of words in English, or do you like your teacher/lecturer to tell you the meanings of those words on the spot, or both? Can you please tell me why?	(v)	Teaching Words in Context or Directly Giving the Meaning of Words
7.	Do you like your English language teacher/lecturer to use the computer and the LCD to teach all the time? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why?	(vi)	Making Use of Computer Technology to Teach
8.	Other than learning English in the classroom, what are the ways your English language teacher/lecturer can help you use English out of the English language classroom?	(vii)	Incorporating Beyond Classroom Learning
9.	If the English lesson cannot go on as planned due to certain reasons, for example, your English language teacher/lecturer has to suddenly send a pupil/student/undergraduate trainee teacher to the hospital, will you feel unhappy that you cannot learn any English for that lesson? Can you please tell me why?	(viii)	Being Flexible
10.	Do you think that your English language teacher's/lecturer's teaching should be clear when your teacher/lecturer is speaking to the class or writing on the blackboard/whiteboard? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why?	(ix)	Exercising Clarity
11.	How loudly would you like your English language teacher/lecturer to speak, and how fast should your teacher/lecturer speak? What interesting way would you like your teacher/teacher to speak? Can you please tell me why?	(x)	Using the Best Voice and Using the Best Voice Speed
12.	If your English language teacher/lecturer looks at you in the eye when teaching or speaking to you, how would you feel? Can you please tell me why?	(xi)	Using Direct Eye Contact
13.	Would you like your English language teacher/lecturer to walk around the class when your teacher/lecturer is teaching, or would you like your teacher/lecturer to just remain at the front of the class, or both? Can you please tell me why?	(xii)	Moving Around in the Class Appropriately

No.	Interview Question		Thematic Heading
14.	If your English language teacher/lecturer makes mistakes in class when teaching, or does not know the answers to some of the questions asked by the pupils/students/undergraduatetrainee teachers, how do you think the teacher/lecturer should react? Can you please tell me why?	(xiii)	Being a Good Performer
15.	Do you like getting homework or class work from your English language teacher/lecturer that is easy, or difficult, or both? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why?	(xiv)	Allocating Homework and Class Work Accordingly
16.	Do you like your English language teacher/lecturer to tell you whether what you have said, read or written in English is correct or wrong? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why?	(xv)	Giving Feedback on Students' Work
17.	Would you like your English teacher/lecturer to help you with your English if you need to see your teacher/lecturer after the English class is over? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why?	(xvi)	Extending Academic Help to Students
18.	If an English lesson didn't go so well, for example, perhaps your English language teacher/lecturer was not in such a good mood, how do you hope the teacher/lecturer to behave during the next English lesson? Can you please tell me why?	(xvii)	Reflecting on Lessons
19.	If your English language teacher/lecturer continues studying to become a teacher/lecturer who knows more about the English language, do you think that the teacher/lecturer will be a much better English language teacher for you, in terms of teaching skills? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why? To you, will that teacher/lecturer also automatically become better as a person? (If <i>Yes</i> or <i>No</i> ) Can you please tell me why?	(viii)	Refusing to Stop Learning

### 3. Results

The results of the study are best displayed in its most detailed description through Table 3.

Table 3. Student Voice Which Tallied With, Added On To, or Refuted Expert Opinion When Describing the Instructional Qualities of the Effective English Language Teacher

Student Voice Versus Expert Opinion on Thematic Headings	Additional Views from Student Voice Not Mentioned by Expert Opinion/Differing from Those of Expert Opinion's
3.1 All of student voice agreed with expert opinion on the English language teacher's/lecturer's being competent to teach English.	<ul style="list-style-type: none"> <li>Some qualified English lecturers fail to transfer what they know to all the students (UTT3).</li> <li>A good English language teacher must also know how to teach weak students (S2).</li> </ul>
3.2 All of student voice was in line with expert opinion on the English language teacher/lecturer planning lessons.	<ul style="list-style-type: none"> <li>I'm lazy to go to the internet to search for materials (S1).</li> <li>I'm weak in English... we need to do lots of work that the teacher gives ... good for us (S2).</li> <li>I would like the lecturer to guide us a bit ... we are ... not really good in what we are doing ... she should come into class and give us some input (UTT1).</li> <li>If the teacher fails to plan lessons: I cannot improve ... and ...get good marks for my English (P2).How can students be clever? (S3) Students may end up doing work unrelated to English instead (UTT3).</li> </ul>
3.3(a) S2 and UTT2 supported teacher-centred teaching by the English language teacher/lecturer but with differing reasons from expert opinion's.	<ul style="list-style-type: none"> <li>We merely listen ... we're afraid of asking the teacher anything ... we're shy ... our English is not good ... if I were to always ask questions , my friends will say ... I am a show-off ... (S2).</li> <li>I don't speak much ... would try and understand what the lecturer means ... if I didn't understand, I would approach the lecturer personally, or search for answers myself. I come from a Chinese school which taught using this style ... (UTT2)</li> </ul>
Student Voice Versus Expert Opinion on Thematic Headings	Additional Views from Student Voice Not Mentioned by Expert Opinion/Differing from Those of Expert Opinion's

3.3(b) All of student voice except for S2 and UTT2 was against teacher-centred teaching of the English language teacher/lecturer, opposing expert opinion.	<ul style="list-style-type: none"> <li>• P1, P2, P3, S1, S3, UTT1 and UTT3 wanted the opportunity to ask the English language teacher/lecturer questions whenever they were in doubt of any part of the lesson.</li> <li>• There should be a chance for students to speak, or to give opinions, and I want to improve my self-confidence (UTT3).</li> <li>• If the teacher/lecturer did all the talking: It would be boring for me ( S3 and UTT3).</li> </ul>
3.3(c) All of student voice tallied with expert opinion on the English language teacher/lecturer facilitating.	<ul style="list-style-type: none"> <li>• I like pairwork because groupwork is noisy (P1 and S3). I can help and discuss with my pair (P1). Students tend to hold conversations about other things rather than to discuss academic matters during group work (S3).</li> <li>• I remember it better if people explain things to me ... Usually ,in a group, I will listen first, and if I have better suggestions, then I will voice it out (UTT2).</li> </ul>
3.3(d) UTT1 at the same time conditionally disagreed with expert opinion on the English language lecturer facilitating.	<ul style="list-style-type: none"> <li>• I feel it a bit unfair that points given by me during groupwork presentations might be utilised by group members who refuse to contribute ideas during discussions but later score as well as I, which would be a bit frustrating to me (UTT1).</li> </ul>
3.4 All of student voice was in line with expert opinion on the English language teacher/lecturer bringing creativity to the classroom, but with varying ideas.	<ul style="list-style-type: none"> <li>• I love video clips by the English language teacher/lecturer (S1, S2, S3 and UTT3).</li> <li>• I like the teacher to translate English into Mandarin ... and to use model test papers so that we can do better in exams (P1).</li> <li>• I'd like the teacher to utilise grammar books, comprehension and grammar with us (P2 and P3).</li> <li>• I prefer the English language teacher to use songs (S1 and S3); I like learning English through the newspapers; The teacher could let us surf the internet on the computer (S2).</li> <li>• I like novels, the Reader's Digest (UTT1 and UTT3); interesting articles from the internet (UTT1).</li> <li>• It is up to the lecturer's creativity to use teaching aids (UTT2)..</li> </ul>
3.5(a) Only UTT1 supported expert opinion's reasons for the effective English language lecturer to teach English words in context, that is, in order to remember words better.	<ul style="list-style-type: none"> <li>• I like the teacher to give some tips on what the meaning of the word is (P2).</li> <li>• I can learn, when I look up the meanings of the word myself (P3).</li> <li>• Through dictionary use: It will make me think (UTT3); in locating meanings, I'll find out multiple meanings of a word (S3).</li> </ul>
3.5(b) P3 solely agreed with expert opinion about directly giving the meaning of English words, such as through translation from English into Mandarin.	<ul style="list-style-type: none"> <li>• I can learn faster (P1 and UTT2); this method is more practical (UTT2); a must when I cannot think anymore (P2).</li> <li>• The dictionary fonts are too small and sometimes I can't understand the explanation for the meaning of words (S1).</li> <li>• When the teacher tells the meanings on the spot, I become confident of those meanings. If I were to guess, I'm afraid of making mistakes as English words may have multiple meanings (S2).</li> </ul>
Student Voice Versus Expert Opinion on Thematic Headings	Additional Views from Student Voice Not Mentioned by Expert Opinion/Differing from Those of Expert Opinion's
3.6 All of student voice except for UTT3 supported expert opinion on using computer technology to teach, but with its own reasons.	<ul style="list-style-type: none"> <li>• The lecturer could use the LCD which is more colourful, as well as animation and word pronunciation videos (UTT2).</li> <li>• Occasional use of the Liquid Crystal Display (LCD) projector by the English language teacher/lecturer was preferred: Otherwise, I'll be bored ( P1, S3, UTT2); the teacher will be wasting time each time she switches on the computer and starts the LCD (P3); my eyes would become painful if I were to look at the LCD screen for too long (S1 and S3).</li> <li>• Occasional LCD use was also preferred due to liking the teacher/lecturer to teach using the English textbook and</li> </ul>

	magazines (S2), conventional teaching (P1, P2, UTT1) as well as the lecturer's own experiences related to the topic taught (UTT1).
	<ul style="list-style-type: none"> <li>The lecturer may every time use the laptop and LCD, but students learn not because of all these items ... but through the way the lecturer imparts the knowledge (UTT3).</li> </ul>
3.7 All of student voice was in line with expert opinion on the English language teacher/lecturer incorporating beyond classroom learning, but with ideas which almost all differed from that of expert opinion's.	<ul style="list-style-type: none"> <li>Through English Storytelling competitions (P2); The lecturer could encourage us to utilise English through poems, blogs, singing contests (UTT2), or through a 'no deadline' Book Club for us to share various interpretations of Literature text (UTT1).</li> <li>I like the teacher to give me a set of questions that I have to find answers for that can help me improve my English (P3); the teacher can hold non-exam oriented extra classes for us when she is free (S3); the teacher could mark my essays, based on difficult titles linked to what I had learnt, pointing out my errors that I can learn from (S2).</li> <li>The teacher/lecturer could encourage us to communicate in English regularly (P1, S1, UTT3).</li> </ul>
3.8 All of student voice had individual responses differing from that of expert opinion's on the English language teacher/lecturer being flexible, in the case of being unavoidably absent.	<ul style="list-style-type: none"> <li>I would not like it as: English is my favourite subject (P1); I can't get to learn English (P2, P3 and UTT3); I find such a waste as an hour's knowledge is still valuable (UTT3).</li> <li>I would be totally elated at: being able to relax more (S3); doing other work or my own work (S1 and UTT2).</li> <li>I would be partially happy at the chance of having a free English period but I fear I might not be able to catch up in my English should too many lessons be missed (S2 and UTT1).</li> </ul>
3.9 All of student voice agreed with expert opinion on the English language teacher/lecturer exercising clarity.	<ul style="list-style-type: none"> <li>The teacher needs be clear because: I want to understand what she is saying (P1, P2 and S1); I don't want to be wrong when learning (P3); we can model the lecturer's pronunciation (UTT2).</li> <li>If the lecturer was not sure about what she is saying, it would make us insecure as well (UTT1); I may feel that English is boring and I'm not interested in this subject anymore (UTT3).</li> <li>The teacher's teaching should be in dual-language ... English and Malay ... we find it easier to follow (S2).</li> <li>All of student voice find it clearer to decipher the teacher's/lecturer's handwriting that was big enough.</li> </ul>
Student Voice Versus Expert Opinion on Thematic Headings	Additional Views from Student Voice Not Mentioned by Expert Opinion/Differing from Those of Expert Opinion's
3.10(a) All of student voice supported expert opinion on the English language teacher/lecturer using the best voice.	<ul style="list-style-type: none"> <li>Such voice projection is necessary to enable those sitting at the back to hear (S3).</li> <li>If the teacher's/lecturer's voice is too loud: it would scare me (P1 and UTT1), disturb other classes (P3), make me feel very uncomfortable (P2), hurt my ears (S1 and S2) and irritate me (UTT3).</li> <li>But if the teacher/lecturer were to use too quiet a tone: I would not be able to hear (P1, P2, P3 and S1); it gets on my nerves even if she has a sorethroat (UTT1).</li> <li>The teacher/lecturer being monotonous would bore all of student voice except for S2; I won't know when she is angry or when she is trying to make a point (S2).</li> </ul>
3.10(b) All of student voice supported expert opinion on the English language teacher/lecturer using the best voice speed, with an exception where voice speed was concerned	<ul style="list-style-type: none"> <li>In contrast with expert opinion, all of student voice disliked the English language teacher/lecturer speaking too slowly, which would not only be a waste of time for both teacher and pupils, but also would bore students and undergraduate trainee teachers alike.</li> </ul>
3.11 Student voice was a mixture	<ul style="list-style-type: none"> <li>I feel nothing, because I am not scared of the teacher (P1).</li> </ul>

of reactions towards expert opinion's point of view on the English language teacher/lecturer using direct eye contact.	<ul style="list-style-type: none"> <li>The teacher's/lecturer's direct stare proves intimidating: such a stare would bring back painful memories of my having encountered fierce and angry English language teachers in the past (P2, P3 and S1); it would make me feel guilty (S2, UTT1, UTT2 and UTT3); uneasy (UTT3); shy (S3) or irritated (UTT2).</li> <li>I would like it if direct eye contact came from the the <i>effective</i> English language teacher/lecturer who did not administer physical punishment (P2), was friendly (P3) or gentle (UTT1).</li> </ul>
3.12 All of student voice agreed with expert opinion on the English language teacher/lecturer moving around in the class appropriately, but based on their varying preferences.	<ul style="list-style-type: none"> <li>If the English language teacher/lecturer were to move around when teaching: I can't concentrate (P1); it would make me dizzy (S3 and UTT2).</li> <li>We can ask the lecturer questions personally (UTT1 and UTT3) ; if I didn't know something, I could raise my hand to ask the teacher ... I'm so small... (S2).</li> <li>Such movement of the teacher is appropriate: when she gives us exercises to do (S1); so she can see what each student is doing , as some may be sleeping, playing or doing other work (S2).</li> </ul>
3.13 All of student voice tallied with expert opinion on the English language teacher/lecturer being a good performer, let alone P3.	<ul style="list-style-type: none"> <li>The teacher should be angry, because the pupils laugh at her (P3).</li> <li>The teacher/lecturer could instead verbally apologise (P1, P2, S2 and UTT1), react casually (S3), channel it into a humorous way (UTT1), or to admit one's fault (UTT3), as being prone to error was only human (S2 and UTT1).</li> <li>The teacher/lecturer could expand one's knowledge through dictionary use (P1 and P2), book references (S3, S1, UTT2 and UTT3), referring to fellow English language teachers (P2, P3 and S2) brainstorming answers with students (S2 and UTT1) or accepting being corrected by students (S1, S2 and UTT2).</li> </ul>
Student Voice Versus Expert Opinion on Thematic Headings	Additional Views from Student Voice Not Mentioned by Expert Opinion/Differing from Those of Expert Opinion's
3.14 All of student voice contrasted with expert opinion that the effective English language teacher/lecturer needed to allocate homework and class work accordingly to what students were able to cope with.	<ul style="list-style-type: none"> <li>All of student voice was discovered to like a combination of both easy and challenging English homework instead.</li> <li>I find easier homework: manageable (P1); I'm less tensed by it (P3 and S2); it is time-saving (UTT2)</li> <li>More difficult homework: proves a chance for me to gain more English knowledge (P1, P3 and S2); compels me to think (UTT2); enables me to discuss answers with friends (S3, UTT1 and UTT3); prepares me better for English exams (P2 and S1).</li> </ul>
3.15 All of student voice was in line with expert opinion on the English language teacher/lecturer giving feedback on students' work.	<ul style="list-style-type: none"> <li>I feel more appreciated that the teacher wants to help me (S2).</li> <li>If the lecturer were to not say anything about what I'd said or written, it would be as if there was nothing wrong ... (UTT3).</li> <li>Feedback in the form of compliments to undergraduate trainee teachers by the lecturer ought to be done in private, else it incur unwarranted jealousy by undergraduate trainee teachers not equally complimented upon (UTT1).</li> </ul>
3.16 All of student voice supported expert opinion on the English language teacher/lecturer extending academic help to students.	<ul style="list-style-type: none"> <li>I totally like such help, but would never ever again approach the lecturer who looks for excuses not to help me ... (UTT3).</li> <li>I am the teacher's student, and if I have any problems with my learning of English, she has to help, it is her responsibility (S1).</li> <li>I prefer to only ask the teacher in class ... I would like the teacher to entertain me after class, although in reality, the teacher will show a displeased expression (S2).</li> </ul>
3.17 All of student voice tallied with expert opinion on the English language teacher reflecting on lessons in the event of the teacher's/lecturer's bad hair day during lessons.	<ul style="list-style-type: none"> <li>All of student voice hoped/expected the teacher/lecturer to come in for the next class in a better mood so as to: be able to deliver what was meant to be taught (P2); execute things accurately (UTT3); enable us to be happier/more inspired learning English (P1, P2, P3 and S1); make us feel comfortable asking the teacher</li> </ul>



	to clarify things not understood (S3).
	<ul style="list-style-type: none"> <li>The lecturer needs to be calmer (UTT2), or to apologise for one's earlier conduct for the sake of mutual understanding (UTT1 and UTT3), else be subjected to negative criticism by students (UTT1 and UTT2).</li> </ul>
3.18 All of student voice agreed with expert opinion on the English language teacher/lecturer refusing to stop learning, but with varying reasons	<ul style="list-style-type: none"> <li>All of student voice except for UTT3 saw themselves as being able to learn more from the teacher/lecturer they regarded as then more knowledgeable; but the lecturer was not necessarily better if she failed to teach interactively (UTT3) or if she had academic certificates (UTT1).</li> <li>Will the teacher who continues learning will be a better person?: I'm not sure (P1 and P2); it's the experience in life that changes a person, not the education the person gets (UTT1); the teacher's/lecturer's negative character would not change with higher education gained (S1, P3, S3, UTT2 and UTT3); she might become disinterested in teaching weak students (S2)/the lecturer might become arrogant very easily (UTT2).</li> </ul>

*Note.* All of student voice = P1, P2, P3, S1, S2, S3, UTT1, UTT2, UTT3. P1=Pupil 1. P2=Pupil 2. P3=Pupil 3. S1= Student 1. S2=Student 2. S3=Student 3. UTT1=Undergraduate Trainee Teacher 1. UTT2=Undergraduate Trainee Teacher 2. UTT3=Undergraduate Trainee Teacher 3.

#### 4. Discussion

To be *effective* based on instructional qualities, student voice implies that the English language teacher/lecturer:

- needs to have English competence, but is also able to transfer knowledge of English to learners critical of the lecturer.
- cannot afford to short-change learners through unplanned English lessons without avoiding inevitable adverse results.
- needs to not only modify teacher-centred teaching in order to cater to learners who are shy, but to also exercise a two-way communication with them.
- has to consider the benefits of pairwork for learners, while at the same time equally needs to monitor and find ways to prevent the sponging off of more vocal group members during groupwork evaluations.
- is required to teach English words in context to help build thinking and independence on the part of learners, but at the same time needs to consider the benefits of directly giving the meaning of English words to learners themselves.
- has to intersperse computer technology together with conventional teaching.
- needs to be open to suggestions from learners regarding creative ways they actually prefer learning English and on the types of beyond classroom learning which attract them in their learning of English.
- has to consider making up classes missed which learners deem important.
- needs to exercise clarity in writing and in speech to the extent of translating English into students' mother tongue which would prove most helpful to some of them.
- has to use the best voice which is neither too loud, too soft, nor monotonous, besides using the best voice speed that is not too fast nor too slow – for maximum effect on learners.
- needs to use direct eye contact that conveys being friendly and wanting to help learners understand what is being taught.
- is required to refrain from moving about too much when teaching in order to prevent giddiness in some learners, but at the same time is expected to move around to furnish better interaction with learners, as well as to monitor unwarranted student activities.
- in the face of making blunders: needs to consider reacting calmly, or laughing it off, or displaying anger so as not to be demeaned, or apologising to the class, or making up for one's lack by referring to various sources for the answer, or even being willing to accept correction from learners.
- has to be aware that learners themselves equally prefer a combination of easy and challenging homework.
- needs to give feedback on learners' work, but at the same time needs to do it discretely sometimes so as to prevent other students from becoming jealous.
- is required to extend academic help to learners to help them gain more learning and improve in their English, as well as to clarify things not understood, be it during or after the English lesson.
- needs to reflect on one's lessons especially after a display of bad mood in class so that student learning can be

resumed as usual, rather than the mental and emotional preparedness of learners to study English be jeopardised, as well as student trust in teachers/lecturers be eroded.

- has to be aware that learners see the teacher's/lecturer's continual learning as merely being able to provide them with a bigger store of knowledge, while the teacher's/lecturer's increased teaching skills is regarded by them as being based on teaching experience rather than mere paper qualifications, and that these learners opine that the teacher's/lecturer's personality will not change for the better with continual learning.

## 5. Conclusion

There appears to be a somewhat similar pattern of the extent student voice from selected pupils, students and undergraduate trainee teachers has endorsed expert opinion's description of the *effective English language teacher* where instructional qualities are concerned. In this respect, not only does student voice on occasions totally agree with expert opinion, but there are also times where student voice sometimes concurs with expert opinion, but with ideas and reasonings different from what that have been posited by the latter. In other instances, student voice tallies with expert opinion, yet elaborates further on matters discussed where the latter does not; while student voice sometimes even totally counters with expert opinion, having had its own specific interpretations instead, or also not being able at all to provide any form of reasoning – suggesting a logical lack of maturity on the topic discussed by younger research participants.

Thus, this goes on to prove that no matter how much student voice tallies with expert opinion, it still has something *extra* to contribute in determining the instructional qualities of the *effective English language teacher/lecturer*, as pupils, students and undergraduate trainee teachers are thinking individuals in their own right. In this regard, student voice is indeed crucial in providing a channel for pupils/students/undergraduate trainee teachers alike to be bold enough to tell the experts of the English language - that if the latter were to expect any English language teacher/lecturer to be hailed as truly *effective* - then what student voice expects of the *effective English language teacher* equally needs to be heard, considered, internalised and acted upon accordingly by all English language teachers/lecturers at large. This is because, irregardless of how much prior research has been conducted by the English language experts just to carve out a picture perfect role model of the *effective English language teacher*, analysing the reverse side of the coin represented by what student voice is equally trying to impart is, in itself, educational.

Most interestingly too, the responses of the nine participants often tallied with one another, irrespective of their age group nor English language proficiency command – as each of them could actually help determine the kind of English language teacher/lecturer they considered *effective* enough in terms of instructional qualities for them to be able to be comfortable with, in their quest to master the English language. Therefore, the above-mentioned discovery proves to indeed be new to the world of research, as well as becomes an important message to any teacher/lecturer of the English language that learners, regardless of age nor proficiency in the language - are more often than not capable of providing somewhat similar critical feedback on what they observe on the instructional qualities of their English language teachers/lecturers which they consider *effective*. After all, any problems that revolve round the teaching and learning of English - are simply the consequence of mismatched expectations of learners and their English language teacher/lecturer.

Hence, delving into the minds of pupils, students and undergraduate trainee teachers alike provides a rare opportunity for the researcher to seek the missing link as to what is really expected by student voice of the instructional qualities of the *effective English language teacher* - which further contributes to existing expert opinion on the matter - and finally serves as a more complete reference for all interested parties - educators and learners alike - that goes to make the teaching and learning of English as successful as it ought to be.

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